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ABSTRACT

This curriculum unit for Grade 9 combines the classic Shakespeare play "Romeo and Juliet" with three young adult novels: "The Outsiders" (S.E. Hinton), "Summer of My German Soldier" (Bette Greene), and "The Witch of Blackbird Pond" (Elizabeth George Speare). To complete the unit, all students will be required to read the Shakespeare play; however, they will each choose which novel they would like to read. The unit states that students will read the novels before reading the play--this will allow them time to understand the major themes of the novels before tackling "Romeo and Juliet." In the unit, the novels serve two purposes: to introduce students to various narrative elements; and to act as a thematic bridge. Each YAL (Young Adolescent Literature) novel that is included in the unit contains themes that cross over into the play. By using these YAL novels to gradually introduce the themes of "Romeo and Juliet" to the class before they begin the play, the unit can increase both comprehension and enjoyment of William Shakespeare's drama. The unit is divided into the following parts: Rationale; Objectives; Motivations; Student Activities; General Discussion Questions for the Teacher; Study Guide Questions for the Students; Vocabulary; Follow-Up Activities; and Evaluation/Assessment. (Contains 39 references.) (NKA)

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ED 475 751

Understanding Romeo and Juliet: A Thematic Unit

Includes: *Romeo and Juliet* by William Shakespeare
The Outsiders by S.E. Hinton
Summer of My German Soldier by Bette Greene
The Witch of Blackbird Pond by Elizabeth George Speare

Grade Level: 9th

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Erin Koveleski
Young Adult Literature
18 April 2002

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Rationale

This unit combines the classic Shakespearean play *Romeo and Juliet* with three young adult books: *The Outsiders* by S.E. Hinton, *Summer of My German Soldier* by Bette Greene, and *The Witch of Blackbird Pond* by Elizabeth George Speare. All students will be required to read the Shakespeare play; however, they will each choose which novel they would like to read. Students will read the novels before reading the play—this will allow them time to understand the major themes of the novels before tackling *Romeo and Juliet*.

In this unit, the novels serve two purposes: 1) to introduce students to various narrative elements and 2) to act as a thematic bridge. Each YAL novel that is included in the unit contains themes that cross over into the play. *The Outsiders* deals with feuding, revenge and violence; *Summer of My German Soldier* explores forbidden young love and friendship; and *The Witch of Blackbird Pond* focuses on hate without understanding, friendship, and young love. Not only do these selections vary in theme, they also vary in reading level and audience. By allowing students to select which novel they would like to read, there is a greater chance that they will not only read, but also enjoy the novel. For example, *The Witch of Blackbird Pond* has a slightly lower reading level, while male students might prefer *The Outsiders* to *Summer of My German Soldier*. By using these YAL books to gradually introduce the themes of *Romeo and Juliet* to the class before they begin the play, this unit can increase both comprehension and enjoyment of Shakespeare and *Romeo and Juliet*.

General Objectives

At the conclusion of this unit, the students will be able to:

1. Name and recognize narrative elements within their novels and *Romeo and Juliet*.
2. Make predictions about future events in the novels based on information provided in the text.
3. Discuss how actions of characters affected the outcomes in the novels/play.
4. Examine the importance of historical context and/or setting within the novels.
5. Recognize themes that are important in the novels.
6. Create and find other (modern) examples of the themes in the novels.
7. Recognize and use new vocabulary words.
8. Recall important dates and events in Shakespeare's life and work.
9. Identify main characters and plot events in *Romeo and Juliet*.
10. Comprehend and interpret Shakespearean language within *Romeo and Juliet*.
11. Understand and point out poetic structure and literary devices used in *Romeo and Juliet*.
12. Compare and contrast themes between the young adult novels and *Romeo and Juliet*.
13. Write or create original works that reflect their interpretations of *Romeo and Juliet*.
14. Evaluate the relevancy of Shakespeare to them today.
15. Develop an appreciation of Shakespeare and literature in general.

*These objectives were adapted from: Carroll, P. "Adolescent Literature as a Complement to the Classics." Voices of African-American Southern Women. 1993. 167-168.

Some Motivations

1. Give the students the pre-tests for the various novels (see end of this section) before they have read the book.

2. Read the Shel Silverstein poem "Where the Sidewalk Ends" and begin to talk about theme (see end of this section for a copy of the poem).

3. Play a game to review narrative elements.

4. Journal prompts:

    a. What is your first reaction this book? Do you like the main character? Why or why not?
    b. What do you think will happen next in the novel? Why?
    c. What is the main theme(s) of the novel? Support with proof from the text.
    d. If you could be friends with anyone in the book, who would it be?
    e. What would you in Romeo and Juliet's situation?

5. Present a startling fact: "Did you know that Shakespeare really wrote in Modern English—the same English we speak today (not Old English)?"

6. Pose a challenging question:

    a. What would you (alone) do if you had to move away from your home and family to a completely new and strange place?
    b. Were all Germans' Nazis during WWII? Were all Jews victims?
    c. What would you do if your best friend killed someone?

7. Play music from the Renaissance as students walk in the room.

8. Bring in a model of the Globe theatre and allow students to examine it and ask questions.

9. Have class brainstorm a list "What I Know about Shakespeare"

10. Bring up the problem of youth violence and discuss with the class why they think it occurs.

11. Play film clips of scenes from *Romeo and Juliet* that the class will discuss that day as the students enter the room.

12. Divide the class in half and tell them that each half represents a "family" and that the two families are feuding. Discuss the implications of this feud in the day-to-day dealings of school and class activity.

* These motivations adapted from "Beginning a Class." Creating Successful Lessons. Distributed by Dr. K. McFarland to her young Adolescent literature class, Shippensburg University, Shippensburg, PA. 2002.

Pre-Reading Self-Test for *The Witch of Blackbird Pond*

1. The majority group's set of beliefs is always correct.
(True (False

2. Females should not perform tasks that involve physical labor.
(True (False

3. People who love one another are honest with each other.
(True (False

4. Gossip can affect a person's reputation.
(True (False

5. Learning can be fun.
(True (False

6. It is wrong to judge someone because they are different.
(True (False

7. There is no place better than home.
(True (False

8. It is more difficult to see a person you love become sick than being sick yourself.
(True (False

9. Family is very important.
(True (False

10. It is hard to stand up for what is right.
(True (False

Test taken from: Short, Sally Anne. "The Witch of Blackbird Pond by Elizabeth George Speare." KIDREACH: The On-Line Reading Center. http://www.westga.edu/%7Ekidreach/witch.html

Pre-Reading Self-Test for *Summer of My German Soldier*

1. Parents should treat all of their children exactly the same.
   ○ True ○ False

2. People have the strongest relationships with others who share their background, religion, race, and culture.
   ○ True ○ False

3. Obeying the law is always the best moral decision.
   ○ True ○ False

4. People who are "ugly" inside are usually "ugly" on the outside, too.
   ○ True ○ False

5. The people who make the best grades in school are the smartest people in the class.
   ○ True ○ False

6. One does not need someone else to value him in order to feel important.
   ○ True ○ False

7. Loving someone is a beautiful and rewarding experience that causes more joy than pain.
   ○ True ○ False

8. It is better to have loved and lost than never to have loved at all.
   ○ True ○ False

9. If you are a good person, others will recognize your goodness and reward you for it.
   ○ True ○ False

10. Being willing to sacrifice your life for someone is the ultimate demonstration of love.
    ○ True ○ False

Test taken from: Battles, Angela. "Summer of my German Soldier by Bette Greene." KIDREACH: The On-Line Reading Center. http://www.westga.edu/~kidreach/summergerman2.html

Pre-Reading Self-Test for *The Outsiders*

1. Smoking makes you tough.
   ○ True ○ False

2. I know someone who has died.
   ○ True ○ False

3. It is alright to murder someone if you think you have a good reason.
   ○ True ○ False

4. Being in a gang is cool.
   ○ True ○ False

5. I have been a victim of peer pressure.
   ○ True ○ False

6. Justice should be equal between the rich and the poor.
   ○ True ○ False

7. Anyone who smokes should be prosecuted.
   ○ True ○ False

8. It is perfectly normal for boys to show their emotions.
   ○ True ○ False

9. Being friends with someone of a different economic background is a sin.
   ○ True ○ False

10. I have a good friend that I could not imagine living without.
    ○ True ○ False

Test taken from: Person, Kimberly et al. "The Outsiders by S.E. Hinton." KIDREACH: The On-Line Reading Center. http://www.westga.edu/~kidreach/outsiders3.html

Where The Sidewalk Ends - Shel Silverstein

There is a place where the sidewalk ends
And before the street begins,
And there the grass grows soft and white,
And there the sun burns crimson bright,
And there the moon-bird rests from his flight
To cool in the peppermint wind.

Let us leave this place where the smoke blows black
And the dark street winds and bends
Past the pits where the asphalt flowers grow
We shall walk with a walk that is measured and slow,
And watch where the chalk-white arrows go
To the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,
And we'll go where the chalk-white arrows go,
For the children, they mark, and the children, they know
The place where the sidewalk ends

Group's Novel: _____

Answer the following questions about the narrative elements of your group's novel.

1. What is the setting of the novel? Give where and when (approximate if no specifics are given).

2. Who is the main character of the novel? What other characters have you met so far?

3. What is the point of view of the novel?

4. What conflict do you see already in the novel?

***How does the setting (place *and* time) seem to affect the story so far? Give specific details.

* Created by Erin Kovelski, April 2002.

Names:_____

Get in groups of two and fill out the "Character Map" and "Literary Reactions" worksheets. Exchange papers and discuss reactions to the text. Then write down 5 predictions for the rest of the novel (only one per pair!).

Predictions:

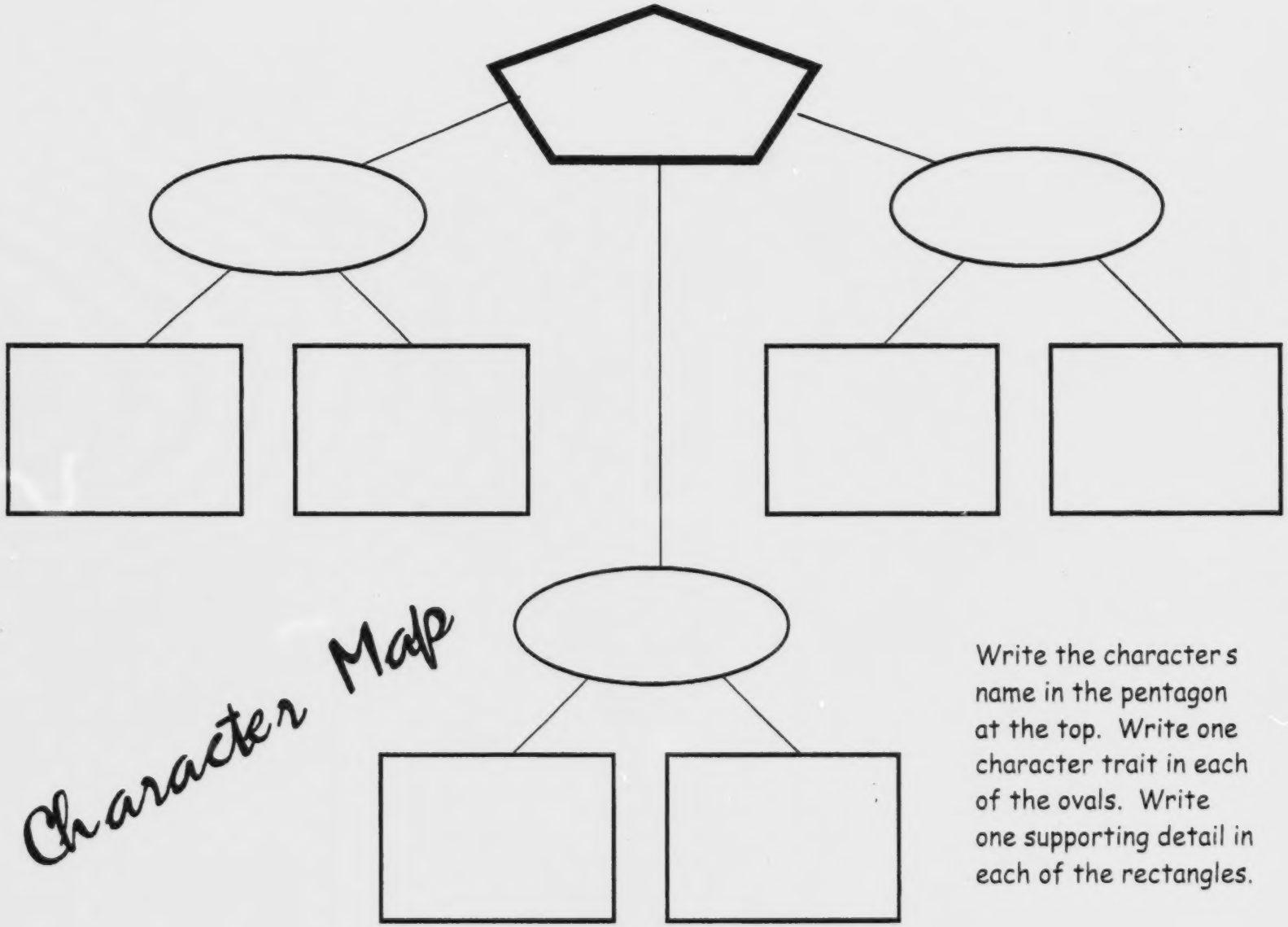
1.

2.

3.

4.

5.



Character Map

Write the character s name in the pentagon at the top. Write one character trait in each of the ovals. Write one supporting detail in each of the rectangles.

Developed by Laura Candler (http://home.att.net/~candlers/resources.htm)

Literary Reactions

Choose 5 events that have happened so far in the novel. Write a sentence or two describing each event(what happened). Then write several sentences giving your personal reactions and feelings.

Event	Personal Reactions

Names:_____

Now that you have finished the novel!

Find your partner with whom you made your five predictions. Each fill out a "Character Development Story Map" and a "Story Plot Flow Map." Discuss the changes that the main character(s) have undergone. Then answer the following questions with your partner:

1. Were any of your predictions correct? Which ones?

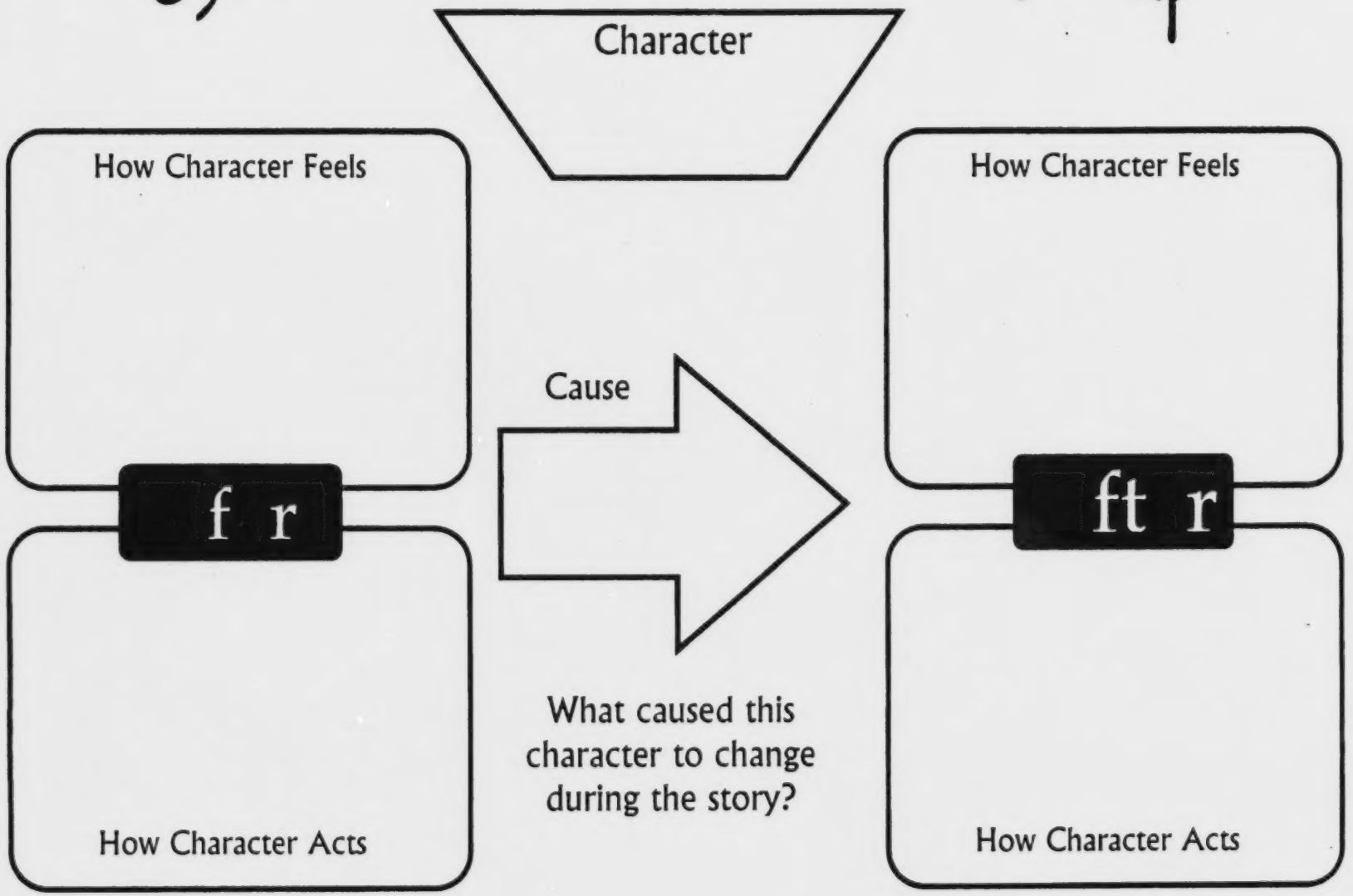
2. What surprised you at the end of the story (in other words, what could you never have predicted)?

3. How would you have changed the ending?

4. Do you think the main character has changed for the better or for the worse? Has he or she really changed at all? Why or why not?

Created by Erin Kovelesky, April 2002.

Character Development Story Map



Story Plot Flow Map*

Lesson _____

Beginning

Middle

Climax

Conclusion

* Map the flow of events in the entire book, not just the last section.

Developed by Laura Candler (Teaching Resources at http://home.att.net/~teaching)

The Witch of Blackbird Pond is historical fiction: it takes place in the Connecticut Colony in 1687. Most of the characters in the novel are Puritans. Working in groups of three, get on the internet and answer the following questions. A good starting place is http://www.puritansermons.com/hist.htm#about

1. How were children treated during this time period?

2. What were women's roles in society?

3. What did the Puritans believe?

4. How did Puritan belief differ from other religions, such as the Quakers and the Church of England?

List three other facts about the Puritans or life in an American colony in the 17th century:

1.

2.

3.

Name:_____

Summer of My German Soldier takes place during World War II. Visit the website http://historyplace.com/index.html and explore the various WWII links. Then answer the following questions:

Briefly describe Hitler's rise to power and his goals.

What were the some of the freedoms that were taken away from Jews and all Germans during and before WWII?

Look at the slide show of Pearl Harbor on the website. How do you think Americans felt towards the Japanese after the bombing? Towards Japanese-Americans?

Name three interesting WWII facts that you found on the webpage.

1.

2.

3.

* created by Erin Kovelski, April 2002.

Name:_____

As you read *The Outsiders*, you will notice that prejudice exists between "the Socs" and "the Greasers." Visit the website http://kidshelp.sympatico.ca/help/divrsity/divrsty2.htm and answer the following questions about prejudice:

1. What is prejudice? What are some of the different kinds of prejudice?

2. What is the effect of prejudice?

3. What can be done about prejudice?

4. List three other facts about how prejudice affects society:

1.

2.

3.

created by Erin Kovaleski, April 2002

As we discuss Shakespeare and his theatre, answer the following questions:

1. When was Shakespeare born?
2. Where did he grow up?
3. Who was his wife?
4. What was Shakespeare's first play? When did he write it?
5. Why did Shakespeare move to London?
6. What was "The Lord Chamberlain's Men?"
7. What was the group later called?
8. When did Shakespeare die?
9. Before Shakespeare's time, where did actors perform?
10. What was the first permanent theatre? Who established it?
11. What was Shakespeare's theatre?
12. Describe The Globe.
13. When were performances held? Why? How did Shakespearean theatre compare to modern theatre?
14. What were groundlings?
15. When was *Romeo and Juliet* written?
16. Where did the story come from?

Figurative Language Exercise

Divide into groups of three. You will have five minutes to figure out how to act out your line from *Romeo and Juliet* for the class. We will write the "translations" on the board and try to piece together the entire soliloquy. Pay attention to the metaphors used.

***For the teacher: Give each group a slip of paper with one of these quotations on it:

But soft! What light through yonder window breaks?

Arise, fair sun, and kill the envious moon

My ears have not yet drunk a hundred words of thy tongue's uttering, yet I know the sound.

With love's light wings did I o'erperch these walls

There lies more peril in thine eyes than twenty of their swords

I have night's cloak to hide me from their eyes

It is too rash… like lighting which doth cease to be ere one can say it lightens

This bud of love, by summer's ripening breath, may prove a beauteous flower

My bounty is as boundless as the sea, my love as deep

Love goes toward love as schoolboys from their books, but love from love toward school with heavy looks

Taken from "Discuss Romeo and Juliet!"

Green Eggs and Iambs

Explain to the students you're going to read something which has a repetitive beat to them. Tell them when you say a word loudly, they must stomp heavily; when you say a word softly, they are to pat the floor with a foot. Explain the rhythm will be "footed" while they're being read to. Then have the students stand in a circle, faces looking at shoulders in front of them. You're in the circle too. Read GREEN EGGS AND HAM in the soft/hard, soft/hard beat. After you've read a bit, drift into the prologue of R&J. Students will maintain the beat without realising you've changed script.

Now comes my adaptation. I stop reading, whiz around the circle setting up pairs looking at one another (a triad's fine if you have uneven numbers). Ask the partners to choose to be a or b. You call out, "Who's a?" The A's yell, "As", "Who's b?" The Bs respond. You say, "Will the Bs please tell the A's how walking the rhythm made them feel?" Give a minute or so for the answers. You say, "Will the A's please share their thoughts on the rhythm with the Bs." As you stroll around the circle eavesdropping you're bound to hear comments like, "Made me feel everything is pretty much the same", "Felt like nothing is different", etc. You then ask if anyone wants to share interesting comments they want to share with the group. After you've thanked the budding shuffle band, ask them to return to their chairs. Then you might want to show them a visual of the feet etc. on the blackboard, or on the overhead. Then read a couple of lines (from R&J) in which one or two of them aren't in the i.p. Tell students to turn to the person sitting next to him/her and comment on what they heard, etc. Students will flush out that a change in rhythm signals a change in meaning, or a change in mood, etc. You now have the opportunity to share with them what the Bard does with rhythm.

taken from : http://www.angelfire.com/ok/freshenglish/iambic.htm/

Name:_____

Go home and listen to some of your favorite music. Pick one song that reflects a theme from *Romeo and Juliet*. Bring in the CD or tape along with a brief (one paragraph) write-up justifying your choice. Don't forget to mention what theme the song and play have in common!

Song:

Theme:

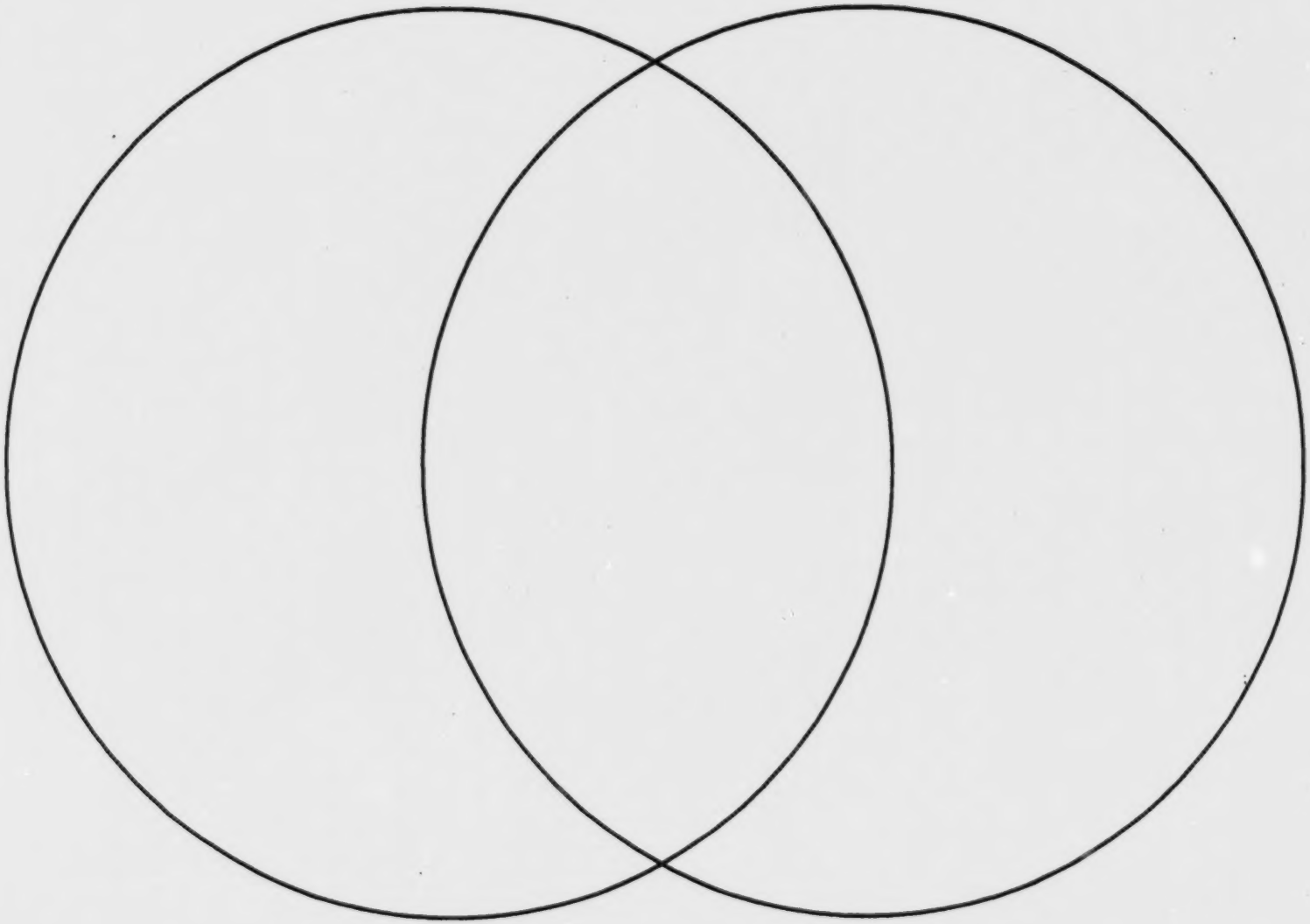
Justification:

Name: _____

Consider the themes in both the novel that you read and in *Romeo and Juliet.* Complete a Venn Diagram and compare and contrast the two works. List themes, ideas, emotions, characters, setting, etc.

Remember your narrative elements and literary devices. Can you find overlap using these ideas?

Venn Diagram



Pattern created by Laura Candler (Teaching Resources at http://home.att.net/~teaching)

Names:_____

Today we will discuss *symbols* and *symbolism* in Romeo and Juliet.

- Symbol: an object which represents or stands for an idea, quality, or person
- Symbolism: the practice of representing things using symbols

Break into pairs—each pair will be assigned a character from the play. List at least five (but not more than seven) objects that can be used to symbolize this character. Your homework for tonight is to bring in these objects.

Example: Romeo falls in love easily and often: a Valentine's Day card could represent that idea.

Tomorrow we will share the symbols with the class and your classmates will have to guess your character from your symbols. Also, be prepared to write a short in-class essay describing the symbols you and your partner selected for your character.

Character:

Symbols and what they symbolize:

1.

2.

3.

4.

5.

Inner/Outer Circle Discussion

For homework: Prepare 5 discussion questions (questions that do NOT have a yes/no answer) concerning the novel that you have read.

In class: Novel groups will divide in half and take turns participating in both inner and outer circles.

Roles of the Inner Circle Members

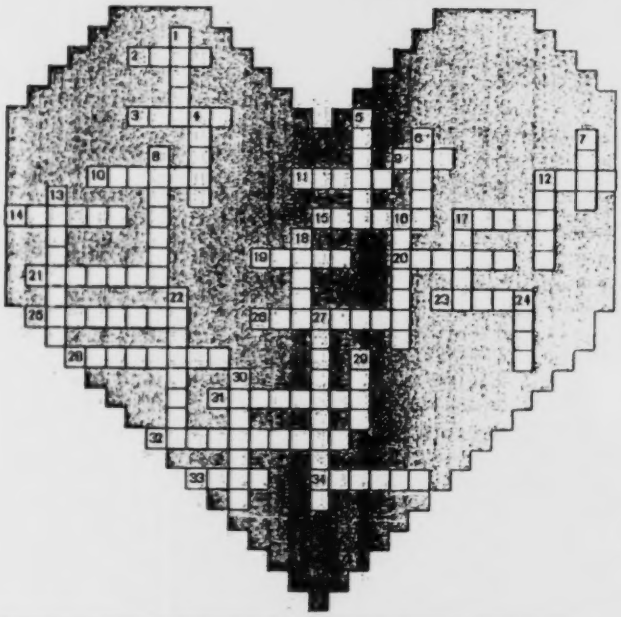
- Serve as the discussion panel
- May or may not take notes during the discussion
- Should provide at least one quality response to a student question during the activity
- Should not wait for others; no hands raised; just listen and "jump in"
- Follow rules of courteous academic discussion
- May ask questions of others in inner circle
- May not interact with outer circle or instructor

Roles of the Outer Circle Members

- Responsible for guiding, motivating, extending the inner-circle discussion
- Listen, take notes, ask questions
- Should ask at least one question during the activity
- Should not wait for others; no hands raises; just listen and "jump in" with a question
- Should follow rules of courteous academic discussion
- Should not interact with inner circle or with the instructor
- May not respond to the inner-circle discussion

*material taken from the adapted material of Annette Stephens, Irving, Texas, by Kim Martin Long, PhD, Shippensburg University

Romeo and Juliet



Across

2. Juliet (I.v) "You kiss by th' _____."
3. 1599: The year that the _____ is built
9. Romeo (II.ii) "It is the East, and Juliet is the _____."
10. Juliet's cousin
11. Asks Capulet for permission to marry Juliet
12. The characters and the conflict are introduced
14. Mercutio (III.i) "A plague a' both your houses!"
15. Says: "If ever you disturb our streets again,/ Your lives shall pay the forfeit of the peace."
17. Capulet (IV.v) "Death lies upon her like an untimely _____/ Upon the sweetest flower of all the field."
19. Characters make a decision from which it is difficult, if not impossible to turn back."
20. What Juliet drinks to feign death
21. 1609: Shakespeare's _____ are published
23. Juliet (IV.iv) "Romeo, Romeo, Romeo, I _____ to thee."
25. Juliet's cousin
26. Swore a vow of chastity
28. Says that "dreams...are the children of an idle brain"
31. Friar (II.vi) "These violent _____ have violent ends."
32. Keeps Friar John from reaching Romeo in Mantua
33. 1616: William Shakespeare _____
34. Friar (II.iii) "For this alliance may so happy prove/ To turn your households' _____ to pure love."

Down

1. Kills Paris
4. 1564: The year of William Shakespeare's _____
5. The turning point occurs; the fate of the tragic hero(es) is sealed
6. Juliet's confidante
7. Climax; many characters die; tragic hero(es) have recognition
8. Romeo (III.v) "Night's _____ are burnt out, and jocund day/ Stands tiptoe on the misty mountaintops."
12. Leads to the climax
13. Prince (V.iii) "Some shall be _____, and some punished."
16. Juliet's last name
17. Marries Romeo and Juliet
17. Gives Juliet the magic drink
18. Juliet (III.ii) "Take him and cut him out in little ____/ And he will make the face of heaven so fine/ That all the world will be in love with night
18. Romeo (I.iv) "...my mind misgives some consequence hanging in the _____."
22. Romeo's last name
24. Romeo (V.iii) "Thus with a _____ I die"
27. Sells Romeo the poison
29. Juliet (II.ii) "That which we call a ____ by any other name would smell as sweet."
30. 1611: Year that William Shakespeare _____

taken from: http://www.coe.missouri.edu/~henryr/R&Jsite/rjpuzz.htm

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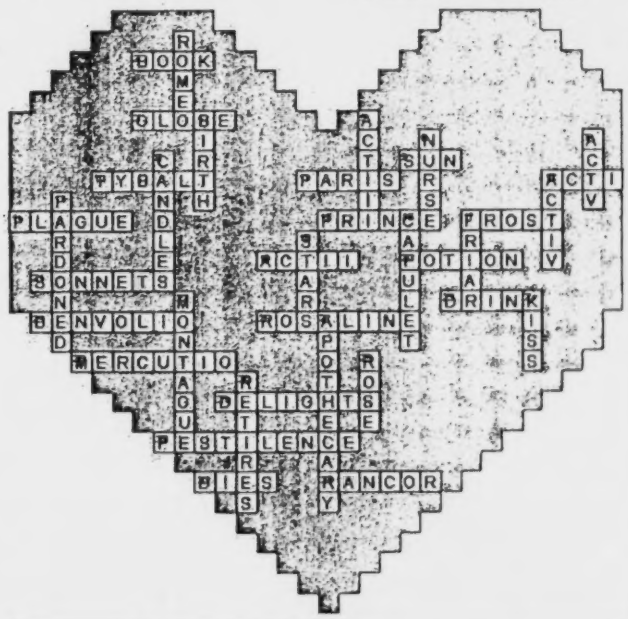
Romeo and Juliet



Across

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Teacher Discussion Questions for *The Witch of Blackbird Pond*

1. Did Kit make the right decision in coming to Wethersfield? What would you have done in her place?

2. What do you think about the people of Wethersfield? How does their religion affect their actions?

3. Do you think that people who hold beliefs that are different from most people's beliefs are generally treated fairly? How would Hannah's life have been different if she lived in Connecticut today?

4. What factors keep people from acting reasonably? Where do we find prejudice and irrational thinking today?

5. How do you feel about the story's ending? Would you change anything that happens to the characters? Why or why not?

6. How does Mercy deal with her physical challenges? How do others treat her? How would her life be different today?

7. Why do you think William refuses to speak up for Kit at her trial? Did he ever really love her? What message does the story send about friendship and loyalty? Who is truly loyal to Kit?

8. How does Kit change throughout the novel? Back up your answer with information from the book!

9. Do you think Kit's family (her cousins, aunt, and uncle) has changed since her arrival? Why or why not?

10. Kit risks a great deal to educate Prudence. Why? How were women and children treated in the 17th century? What message does this send about the importance of education, then and now?

11. What are the main themes of the novel? Are they still relevant today? Why or why not?

Teacher Discussion Questions for *Summer of My German Soldier*

1. How does the setting affect the story?
2. Who are Patty's true friends? What is a true friend?
3. Why does Patty help Anton? Do you think she realizes the possible consequences of her actions? What would you have done in her place?
4. Besides Patty, who is your favorite character in the novel? Why?
5. Why does Patty lie? Is it ever right to lie? Why or why not?
6. What are the major themes of the novel?
7. Describe Patty's family. How do you think her family life affected her decision to help Anton?
8. What do you think Patty will do at the end of the novel? Do you think she will be successful? Why or why not?
9. If Patty were Christian, do you think the community would have been as upset by her actions? Why or why not?
10. What does this novel say about the importance of race and/or religion?

Teacher Discussion Questions for *The Outsiders*

1. Compare and contrast the Socs and the Greasers.

2. Which gang is portrayed more favorably and how?

3.Describe Pony as a character during most of the book. What change does he undergo during the novel and why? What is he like at the conclusion of the story?

4. Compare and contrast Soda and Darry. Why are they both important to Pony's development?

5. Johnny is portrayed as the meekest, mildest, and most sensitive of the Greasers. Give details from the book to support this description. Why is he this way? How do the other Greasers treat him and why?

6. Explain some of the things that Dally does that make him the meanest member of the Greasers.

7. What has made him this way?
Explain if he has any redeeming features?

8. Do you feel the book has too much violence in it? Explain your answers, using details form the book as support.

9. Though flawed, *The Outsiders* is an honest and sensitive portrayal of children living on the wrong side of town. Explain why you agree or disagree with this assessment of the novel.

10. What are the themes of the novel and how are they developed?

11. Is *The Outsiders* still relevant today? Explain your answer.

12. Do you think it is obvious that the novel is the first effort of a sixteen-year-old author? Support your answer with details from the book.

Teacher Discussion Questions for *Romeo and Juliet*

1. Are Romeo and Juliet experiencing true love?

2. Who is to blame for the deaths of Romeo and Juliet?

3. How does Shakespeare use imagery and symbolism to enhance character and theme?

4. How does Shakespeare use irony/dramatic irony in the play to heighten dramatic effects?

5. What are the major themes in *Romeo and Juliet*? Are any of these themes similar to those in the novels that you read?

6. What effect does timing have on the play?

7. What did the Prince mean by "all are punished?" Who is punished and how?

8. Fate (according to the text) plays are large part in the tragedy of Romeo and Juliet. Do you believe in fate? Could Romeo and Juliet have prevented their tragedy?

9. What role does revenge play in the drama? What message does Shakespeare send about revenge and violence?

10. How does the use of iambic pentameter and blank verse affect the play?

11. How would a performance of *Romeo and Juliet* today be different from a performance done in Shakespeare's time?

12. What did you think of Romeo and Juliet? Despite the language difference, do you think the play has relevance today? Why or why not?

Study Guide for *The Witch of Blackbird Pond*

***In your journal, keep a list of all characters in the novel. Under each character's name, note *at least* three important things that a reader should know about that character.

Chapters 1-8

1. What is the setting of the novel? Name both place and time.

2. Explain how and why Kit Tyler comes to be in Wethersfield, CT. What is her reaction to Connecticut and the community she joins?

3. How is Aunt Rachel different from what Kit expected?

4. How are the other women in the house dressed in comparison to Kit?

5. Why is Uncle Matthew upset with Kit when she arrives? What does he mean when he says "the whole town will be talking about it before nightfall?"

6. How are Mercy and Judith different?

7. Who is the boy that Judith is interested in?

8. What is Meeting?

9. How does Kit trust?

10. What is the real reason that Kit left Barbados?

11. How do the townspeople treat Kit at meeting?

12. How does William Ashby react to Kit?

13. What is the purpose of a Sabbath House?

14. What do Dr. Bulkeley and Uncle Matthew argue about? What are their positions in the argument (who is for what)?

15. What is Uncle Matthew's reaction to the scripture reading?

16. Why is Judith upset?

17. Who is Judith interested in now?

18. How is Kit's first date?

19. Who brings up the dispute over the king?

20. What is William's view? What does John Holbrook think about the dispute?

21. What does William's house-building mean?

22. How does Kit react when she hears that Williams is coming back? Why does she change her mind?

23. How does Kit feel about the meadows?

24. Who lives in the meadows? What does Judith tell Kit about her?

25. What job do Mercy and Kit get?

Chapters 9-16

1. What methods does Kit use as a teacher—in the schoolroom and with Prudence? How do various people in the community react to her methods? What do these reactions reveal about people's attitudes?

2. How does Kit cause trouble at the dame school?

3. Why don't the people of Wethersfield like Hannah Tupper? How does Hannah help Kit find a place in Wethersfield?

4. How does Aunt Rachel react when she hears that Kit visits Hannah? What does she tell Kit about the Quakers?

5. Who is Hannah's sea-faring friend?

6. Why can't Prudence go to school? How does Kit help her? Where do they have lessons?

7. What kind of work does Kit help Nat do at Hannah's house?

8. What happens when Nat walks Kit to Uncle Matthew's house?

9. What does it mean to get a red ear of corn?

10. Who is John Holbrook really interested in?

11. What does William ask Kit? How does she react?

12. What does Nat ask Kit to do?

13. How do you think Nat feels about William?

14. What happens when Governor Andros arrives to take the charter? How do these events change Kit's understanding of both Matthew and William?

15. What happens to Thanksgiving?

16. Why is Nat punished in the stocks? How does the author use this incident and others to show the many feelings that Nat and Kit have for one another?

17. In her attempt to help both Prudence and Hannah, Kit sometimes disobeys community and family rules. Do you think she is a good friend? Why or why not?

Chapters 17-21

1. After John Holbrook leaves to fight a group of Native Americans, what happens to Judith, Kit, and Mercy? How does the community respond?

2. What happens to Kit after she helps Hannah to reach Nat's ship? What is revealed in these events about the Wethersfield citizens? What is revealed about Matthew and the other leaders of the community?

3. How do John, Judith, Mercy, Kit, Nat, and William become romantically involved? How have Kit's feelings for Wethersfield and its people changed?

4. Do you think Kit deserves her uncle's confidence when he defends her to the witch hunters? Why or why not?

5. In the end, Matthew show himself to be law-abiding, even though he is prejudiced against those with different ideas. Do you think it is possible for a good and decent person to have prejudices? Explain.

taken from: http://www.glencoe.com/sec/literature/litlibrary/pdf/witch_of_blackbird_pond.pdf

Name: _____

Study Guide: *Summer of My German Solider*

Chapter 1

1. Describe the setting of the novel—both where and when.

2. Who is the main character?

3. What does "POW" mean?

4. How old is Patty?

5. What religion is the Bergen family? Why aren't they practicing their religion during the war?

6. What happened to Mr. Lee?

Chapter 2

1. Where is Patty's mother from?

2. Describe Patty's grandparents' house.

3. Describe how Mr. Bergen and Patty's grandfather relate to each other. Why does Mr. Bergen resent his father-in-law?

4. Describe Patty's relationship with her grandmother. How does it compare to Patty's relationship with her mother?

5. Patty's grandmother gives her something in this chapter. What is it and why is she supposed to keep it a secret?

Chapter 3

1. What work are the POWs doing?

2. Who is Reiker?

3. What does the word "speigel" mean?

4. Where did Anton learn to speak English? What was his family like?

5. What does Patty ask of God?

Chapters 4-5

1. Why does Patty lie to her mother?

2. Why does Patty lie to Sister Parker about what Anton Reiker said to her?

3. Who does Patty go visit in chapter 4? What kind of person is she?

4. Why is Patty's grandmother worried? What does Patty do to reassure her?

5. Where do Patty's friends go each summer and why can't Patty go with them?

6. Where does Patty go to be alone?

7. Who is Freddy? Why does Mr. Bergen forbid Patty from seeing him?

8. What does Patty do to get in trouble? Who tries to help her?

9. How does Patty's father react to what she does?

Chapters 6-8

1. In chapter 6, Patty's parents force her to do something. What is it?

2. Where is Patty when she sees Anton escaping? What does she do?

3. Why does Patty get sick at dinner?

4. What would happen to Patty if people discovered that she was helping Anton?

5. What was Anton's father like? Did he support Hitler?

6. Describe Anton's mother. How is she different from Patty's mother?

7. How did Anton escape from prison?

Chapters 9-10

1. What unusual sight does Patty see on Main Street?

2. Why does Mr. Bergen want shotguns?

3. Why was the attention of the FBI turned to Patty? How does she react?

4. Why does Patty lie about what Anton bought?

5. Who is Charlene Madlee?

6. How does Charlene get in to see the Commander of the POW camp?

7. Why can't the dogs trace Anton's scent?

8. How does Dr. Robinson describe Anton? How do you think his description made Patty feel?

9. In chapter 10, besides food, what does Patty bring to Anton?

10. How did Mr. Bergen react to his Father's Day present? How does Anton react to the shirt?

11. In chapter 10, why does Patty's father beat her? How does Anton react?

Chapters 11-12

1. "She has to be taking it home with her; I can't think of any other explanation." Who is speaking and to what and whom is the speaker referring?

2. What is the one thing that Mr. Bergen is generous with?

3. Who cares for Patty after her beating?

4. What does Mr. Bergen do after he beats Patty?

5. Who does Anton compare Mr. Bergen to? What does he say is the major difference between the two?

6. What does Anton take from the prison camp?

7. Patty says the people think Ruth is "uppity." Why is this?

8. What career was Ruth's mother planning for Ruth? Why does Ruth end up a maid?

9. What was Ruth's son going to be before he received his draft notice?

Chapters 13-17

1. At the beginning of chapter 13, Patty is considering the two men in her life: her father and Anton. She believes that she must sacrifice one for the other. What does Patty plan on doing?

2. Ruth suspects that Patty is up to something when she gives a long good-bye; how does Patty settle Ruth's mind?

3. How does Anton respond to Patty? What does he give her?

4. How does Patty mark time after Anton leaves?

5. What does Mr. Bergen do when he finds out about the ring?

6. What lie does Patty tell at the end of chapter 15 in hopes of hurting her father?

7. In chapter 16, what animal does Patty compare herself to? Why?

8. Also in chapter 16, Patty compares herself to a leaf. Why?

9. What does Patty plan to do when she turns 18?

10. Who comes to question Patty?

11. What happened to Patty's ring?

12. What happened to Anton?

13. Why does the truth finally come out about Patty helping Anton?

14. How does Mr. Bergen react to the fact that Patty has helped Anton?

Chapters 18-21

1. Who is Mr. Kirshner?

2. Why are so many people in town on a weekday?

3. What do the townspeople call Patty?

4. What did Sheriff Cauldwell give Patty?

5. Where does Patty stay in Memphis?

6. What is Patty's grandmother's feeling about the situation?

7. Why does the FBI tell Patty to stay in Memphis for a while?

8. What good news does Charlene Madlee bring?

9. Who is Mr. Grimes; what is he like?

10. What does he say is "the Lord's blessings?"

11. In chapter 19, where is Patty going?

12. Who coerced Mr. Kirshner into taking Patty's case? What does Mr. Kirshner say about Patty's loyalty?

13. What gift does Charlene give Patty?

14. Who is Patty's only visitor?

15. What job does Ruth have now?

16. What really happened to Anton's ring?

17. What does Patty realize at the end of the novel? What do you think she will do?

taken from: Horvath, Karen. http://www.geocities.com/Athens/Troy/9122/

Study Guide for *The Outsiders*

Chapters 1 and 2

1. Name the 14-year-old main character.

2. What happened to Ponyboy on his way home from the movie?

3. Name the two brothers from oldest too youngest.

4. What happened to the boys' parents?

5. How do Darry and Ponyboy get along?

6. Name the two gangs.

7. Describe three things about each of the gangs.

8. What gang are the Curtis brothers in?

9. What kind of student is Pony Boy?

10. What is Soda's girlfriend's name?

11. Name 4 other members of Ponyboy's gang and tell a significant fact about each - do not mention appearance.

12. Which gang member had been beaten up before?

13. How does Pony differ from the rest of the gang members?

14. How do the boys get in to the drive-in movies?

15. Where do they sit?

16. Name the two girls they met.

17. Why were the girls at the movies alone?

18. Who bought the girls a drink?

19. What did the red-haired girl do with the drink?

20. What did Cherry tell Ponyboy about the rich Socs?

21. What type of car did the Socs drive?

Chapters 3 and 4

22. Which boy told Dally to leave the girls alone?

23. What did Pony and Johnny do after the girls leave?

24. What was Soda's horse's name?

25. What does Johnny carry with him all the time?

26. What does the red head say about Dallas?

27. What did Pony and Cherry like to watch?

28. What time did Pony get home?

29. What happened?

30. Where do Johnny and Pony go to cool off?

31. What happened when they got there?

32. What happened to Ponyboy?

33. What did Johnny do?

34. Who do the boys go to for help?

35. What 2 things does he give them?

36. Why hasn't Ponyboy been to church for a long time?

37. What are the boys doing as the chapter ends?

Chapter 5 and 6

38. When Ponyboy awakens, where had Johnny gone?

39. What food does Johnny bring back?

40. What book does Johnny bring?

41. What does the poem on page 69 by Robert Frost mean?

42. Who comes to visit Johnny and Ponyboy?

43. Who wrote Ponyboy a letter?

44. What did the letter say?

45. Where does Dally take Johnny and Ponyboy?

46. Who is the "spy" for the greasers now?

47. What announcement does Johnny make in the car?

48. When they return to the church, what do they find?

49. What do Johnny and Pony do to make them appear to be heroes?

50. Why did Dally hit Ponyboy on the back?

51. When Ponyboy wakes up where is he?

52. Who is Jerry Wood?

53. What is wrong with Johnny?

54. When Johnny says "I had to take the long way around, but I was finally home," what does that mean?

Chapters 7 and 8

55. Who does Soda entertain in the beginning of this chapter?

56. What are these reporters doing?

57. Johnny is in critical condition. What is wrong with him?

58. What upsets Ponyboy about the word IF?

59. What was the headline in the morning paper?

60. What is unusual about Pony's dreams?

61. Why was Sandy gone to Florida to live?

62. What does Randy tell Ponyboy?

63. What are Ponyboy's feelings about Socs in the end of the chapter?

64. What does Johnny want Pony and two-bit to buy him?

65. What does Johnny say concerning his mother's visit?

66. What does Johnny say about dying?

67. Who visited Dally and what was so unusual about it?

68. What does Dally get from Two-Bit?

69. What does Pony say concerning the rumble when he gets off the bus?

70. Cherry Valance tells him the rules of the rumble. What were the rules?

71. Why does Pony lose his temper with Cherry and call her a traitor?

72. How does Darry compare to the rest of the greasers?

Chapter 9

73. How is Ponyboy feeling before the fight?

74. Where is Curly Shepard?

75. What are Ponyboy's feelings about drinking beer?

76. What is Pony's only reason for fighting?

77. What are "heaters"?

78. Who are the first two to fight each other?

79. How did they know each other?

80. Who won the rumble?

81. How does Dallas get out of the hospital?

82. How does Dallas get out of a speeding ticket?

83. Who dies at the end of the chapter?

84. What were his last words?

85. What do you think they mean?

Chapter 10

86. What does Ponyboy convince himself concerning Johnny?

87. What happens to Dally?

88. How does this happen?

89. Where does Pony not remember being?

90. What was Pony's worry concerning his stay in the hospital?

91. What does Johnny leave for Pony?

92. How long was Pony in the hospital?

Chapter 11
93. How long did Pony have to stay in bed?

94. Whose picture did Ponyboy see in the yearbook? What did he think about him?

95. Who came to see Pony? What is he worried about?

96. What is going to happen tomorrow?

97. Why does Pony get upset?

Chapter 12
98. What kind of questions does the Judge ask Ponyboy at the hearing?

99. What teacher talks to Ponyboy about his grades?

100. When threatened by 3 Socs, what does Pony do?

101. What did Sandy do with Soda's letter?

102. Why does Soda blow up and run out of the house?

103. What does Soda ask Darry and Pony not to do anymore?

104. What book does Ponboy pick up to read and what falls out?

105. What does the letter say?

106. What is unusual about the last sentence of the book?

taken from: Willard, Robin. http://lvillage.wsfcs.k12.nc.us/lv/msclem/hp.nsf/calEntries/0B4AA3802E433604852B6D005129E9

Study Guide for *Romeo and Juliet*

Act One - Scene One

1. Between what two families does the feud exist?

2. What decree does the Prince make after the street brawl?

3. What advice does Benvolio give to Romeo about Rosaline?

Act One - Scene Two

1. How does Capulet respond to Paris' proposal to marry Juliet?

2. How do Romeo and Bevolio learn about the Capulet's ball? What do they decide to do?

Act One - Scene Three

1. How does Juliet feel about getting married?

2. How old is Juliet? What is Lammastide? On what date does it come?

Act One - Scene Four

1. When and where does this scene take place?

2. Explain Romeo's speech (lines 106-113).

Act One - Scene Five

1. Where does this scene take place?

2. Whom is Romeo talking about in lines 46-55? Explain the irony of these lines.

3. Why does Tybalt become so upset, and how does Capulet respond to his rage?

4. Who said the following lines and why?
   A) "is she a Capulet? O dear account, my life is my foe's debt."

   B)"my only love sprung from my only hate/Too early seen unknown and known too late."

5. Find one example of each of the following literary devices used anywhere in Act I.

a) Pun	b) Alliteration	c) Oxymoron
d) Allusion	e) Metaphor	f) Hyperbole
g) Irony	h) Comic Relief	i) Foreshadow
j) Aside		

<u>Act Two</u>

Explain the prologue.

<u>Act Two - Scene One</u>

1. Explain the dramatic irony in this scene.

2. Paraphrase Romeo's soliloquy (lines 1-32).

3. Explain Juliet's soliloquy (lines 33-44).

4. How is this an example of dramatic irony?

5. Paraphrase Juliet's speech (lines 35-106).

6. After they declare their love for each other, what do Romeo and Juliet decide to do and when?

Act Two - Scene Three

1. Why does Romeo go to see Friar Laurence?

2. How does Friar Laurence respond to Romeo's request?

3. Why does Friar Laurence consent to Romeo's request?

Act Two - Scene Four

1. For whom is the nurse looking and why?

2. What warning does she give Romeo?

Act Two - Scene Five

1. Why does Juliet become so irritated when the nurse returns?

Act Two - Scene Six

1. Romeo and Juliet are married in Friar Laurence's cell. How does this scene foreshadow future events?

Find one example of each of the following literary devices in Act Two:

a) Personification b) Hyperbole c) Pun
d) Metaphor e) Simile f) Dramatic Irony
g) Paradox h) Allusion

Act Three - Scene One

1. Tybalt, still enraged by Romeo's appearance at the Capulet ball, is determined to fight, but Romeo refuses. Why?

2. How does Mercutio get involved and what happens to him?

3. How does Romeo react to this?

4. What decree does the Prince make?

5. Explain how this scene serves as the climax of the drama.

Act Three - Scene Two

1. Paraphrase Juliet's soliloquy (lines 1-31).

2. Explain the dramatic irony at the beginning of this scene.

3. How does Juliet react to the nurse's news?

4. What does Juliet plan to do with the cords (see lines 132-137).

5. How does the nurse console her?

Act Three - Scene Three

1. How does Romeo react to the news of his banishment?

2. Paraphrase Friar Laurence's speech (lines 108-154).

Act Three - Scene Four

1. How does the action in this scene complicate matters even further?

2. How does Capulet's attitude now differ from the first time when Paris asks for Juliet's hand in marriage?

3. Explain the dramatic irony in this scene.

Act Three - Scene Five

1. Explain the paradoxical phrases in lines 94-103.

2. How does Capulet react to Juliet's refusal to marry Paris?

3. What advise does the nurse give Juliet?

4. What does Juliet decide to do?

Find one example of each of the following literary devices in Act Three:

a) Allusion b) Personification c) Foreshadow
d) Simile e) Oxymoron f) Pun
g) Irony

Act Four - Scene One

Explain the plan that Juliet and Friar Laurence develop.

Act Four - Scene Two

1. What day is it now?

2. Juliet's father decides to move the wedding from Thursday to Wednesday. What complication does this make for Juliet's plan?

Act Four - Scene Three

1. Paraphrase Juliet's soliloquy (lines 14-58).

2. List Juliet's fears as she is about to drink the poison:
   1.
   2.
   3.
   4.
   5.

Act Four – Scene Four

1. What are the Capulets doing in this scene?

2. Who goes to get Juliet?

Act Four – Scene Five

Explain the dramatic irony in Friar Laurence's speech (lines 65-83).

Act Five – Scene One

1. How does Romeo's dream compare to the news brought to him by Balthasar?

2. How does Romeo convince the apothecary to sell him poison?

3. What does he plan to do with the poison?

Act Five – Scene Two

1. Explain the conversation between Friar Laurence and Friar John.

2. What does Friar Laurence now plan to do?

Act Five - Scene Three

1. Why does Paris come to Juliet's burying place?

2. What happens when Romeo and Paris meet?

3. What happens when Juliet wakes up?

4. Paraphrase Friar Laurence's speech (lines 229-269).

5. Describe the conclusion of the play and how poetic justice operates at the end.

6. What is Romeo and Juliet's tragic flaw? How does it lead to their destruction?

*Study Guide questions taken from
http://www.lausd.k12.ca.us/Lincoln_HS/Burleson/Lessons/RomJul/index.htm

Name: _____
Book Title: _____
Assignment #: _____

For every assignment, identify twenty words that you do not know or that you are unsure of their meanings. Fill in the chart below by first giving your best guess at the word and then writing in a dictionary definition (look it up!).

Vocabulary Word	Pg. #	My Best Guess	Dictionary Definition

Narrative Elements

Be able to define and give examples of the following terms:

Character:

Setting:

Point of View:

First Person Point of View:

Third Person Point of View:

Omniscient Point of View:

Exposition:

Rising Action:

Climax:

Falling Action:

Conclusion:

Conflict:

Plot:

Name:_____

After today's class discussion, identify and give examples of the following literary elements:

Pun

Allusion

Irony

Dramatic Irony

Aside

Alliteration

Simile

Metaphor

Comic Relief

Oxymoron

Hyperbole

Foreshadow

Personification

Paradox

Name: _____

Be able to identify and give examples of the following poetic terms:

Iambic Pentameter:

Foot:

Blank Verse:

Couplet:

Possible Follow-Up Activities

1. Take students to see a live performance of *Romeo and Juliet.*

2. Show a film version of *Romeo and Juliet* to the class. Afterwards, have them discuss (either verbally or in their journals) the similarities and differences between the play and the film. Which did they like better? Why?

3. Read another young adult novel; have students write a short essay (1-2 pages) comparing the novel's themes to the themes of *Romeo and Juliet* and the novel they have previously read.

4. Play a professional audio recording of *Romeo and Juliet.* Collect student reactions—does the play "sound" different than they imagined? Why or why not?

5. Students can write a poem in iambic pentameter/blank verse.

6. Students can assemble a collection of quotable quotes from the play and novels, which would be used to create a bulletin board.

7. Have students write letters of recommendation for the novels they have read and exchange them with classmates who have not yet read the book.

8. Students can watch a film version of another Shakespearean play (ex. *Midsummer Night's Dream*) and write a short essay comparing and contrasting the two plays.

9. Take a field trip to a Renaissance Faire.

Rubric for *Understanding Romeo and Juliet* Unit

Classwork & Journals	10%	100 pts.
Homework & Study Guides	10%	100 pts.
Quizzes & Vocabulary	10%	100 pts.
Novel Contract	10%	100 pts.
Romeo and Juliet Group Project	10%	100 pts.
Final Project	20%	200 pts.
Exams (2)	20%	200 pts.
Attendance & Participation	10%	100 pts.

Name:_____
Summer of My German Soldier: Quiz 1

1. Who arrives on the train that Patty sees in the first chapter?

2. What do Patty's parents do for a living?

3. Why did Mr. Lee move away from the town?

4. What religion does Patty's family practice?

5. How does Patty meet Anton?

6. Who is Edna Louise?

7. Who is Ruth?

8. Describe Patty's father and mother.

9. What kind of relationship does Patty have with her grandmother?

10. Where is Patty's hideout?

Name:_____
Summer of My German Soldier: Quiz 2

1. Compare Anton to Mr. Bergen.

2. Who discovers that Patty is hiding Anton?

3. Who is Charlene Madlee? Where do she and Patty go?

4. What does the prison doctor say about Anton?

5. What does Anton give Patty before he leaves?

6. How does Mr. Bergen find out about Patty's ring? Where does he think she got it?

7. What happened to Anton? Why does Patty confess?

8. How does the town react when they find out about Patty and Anton?

9. Where does Patty go after her trial? (What is her punishment?)

10. Who is Patty's only visitor?

Name:_____

The Witch of Blackbird Pond: Quiz 1

1. Where is Kit from? Where is she going?

2. What is Wethersfield like? Describe the town.

3. Why does Uncle Matthew get angry with Kit? What does she give Judith and Mercy?

4. What is Meeting? What is a Sabbath House?

5. Who is interested in Kit?

6. Who is John Holbrook?

7. Who is Nat Eaton?

8. Who is Prudence? How does Kit help her?

9. What are the Meadows? Who lives there?

10. Does history play an important role in the novel? Defend your answer.

Name:_____

The Witch of Blackbird Pond: Quiz 2

1. Who (besides Kit) helps Hannah by bringing her food and helping around the house?

2. What is a dame school? Why can't Prudence go? How does Kit help her?

3. Who does John Holbrook really love?

4. What is a corn husking? What does William ask Kit on the way to the corn husking? What is her response?

5. What happens to many of the children in the town? Who is blamed?

6. Who accuses Kit of witchcraft? Why?

7. Who helps her at the trial?

8. What does Prudence's father discover at Kit's trial?

9. What three couples end up together at the end of the novel?

10. What do you think Hannah's life will be like now? How about Kit's?

Name:_____
The Outsiders: Quiz 1

1. Who are Ponyboy's brothers? What happened to his parents?

2. Describe the Greasers

3. Describe the Socs.

4. What happens to Ponyboy on the way home from the movies? Who else did this happen to?

5. Who are Cherry and Marcia? How does Ponyboy meet them?

6. Why does Ponyboy run away?

7. What is Johnny's home like?

8. What happens in the park? What does Johnny do?

9. Who helps Ponyboy and Johnny escape?

10. Where do they hide?

Name:_____

The Outsiders: Quiz 2

1. How do Johnny and Ponyboy become heroes?

2. Who is Randy?

3. What happened to Soda's girlfriend?

4. What book did Johnny and Ponyboy read in the church? What idea from the book does Johnny like?

5. Besides Bob, who dies?

6. Who wins the rumble?

7. What happens to Dallas?

8. What happens between the three brothers? What do they realize about themselves and each other?

9. What happens at the end of the novel? In other words, what do we realize about the entire book?

10. Do you think Ponyboy will stay a Greaser? What do you think he will do with the rest of his life?

Name:_____
Novel Exam

Part I – 25 points
Identify the following narrative elements and give examples from the novel that you read.

1. Climax:

2. Setting:

3. Point of View:

4. Conflict:

5. Plot:

Part II – 25 points
Make a story chart for the novel that you read. Include exposition, rising action, climax, falling action, and conclusion.

Part III – 50 points

Pick TWO of the following questions and answer in good paragraph form.

1. Compare your novel to another book, a movie, a TV show, etc. Be sure identify what themes, plot elements, characters, they have in common.
2. How does the main character change throughout the novel? Explain what motivates the character's change and give examples from the book.
3. Does history play a role in your novel? Explain the historical content of the novel and why it is important to the book. Again, be sure to use examples from the text.
4. What is the major theme(s) of the novel? How are the themes developed in the book? Do these themes relate to us today? Why or why not?

Name_____

Romeo and Juliet Quiz: Act I

I. Multiple Choice

1. _____ Sampson and Gregory
A. start a fight by insulting the Capulets.
B. start a fight by insulting the Montagues.
C. win a fight in the streets of Verona.
D. start a fight with Romeo in the streets of Verona.

2. _____ Romeo attends the Capulet party to
A. satisfy Benvolio's request of finding a new girl.
B. see Juliet.
C. see Lady Capulet.
D. play twister.

3. _____Benvolio promises Montague that he will
A. allow no more fights in the streets.
B. talk to the Capulets about ending the feud.
C. find out what is bothering Romeo.
D. both b and c.

II. True/False

4. _____The quarrel between the Capulets and the Montagues has been going on for a long time when the play opens.
5. _____Juliet is almost 14 years old.
6. _____Tybalt is glad Romeo was able to attend the Capulet party.
7. _____Romeo forgets about Rosaline when he sees Juliet.

III. Identify the person who said each quote below.

8. _____ "Thou was the prettiest babe e'er I nursed."
9. _____ "Well, think of marriage now. Younger than you here in Verona, ladies of esteem, are already made mothers."
10. _____ "Why-he's a man of wax!"

all Romeo and Juliet quizzes taken from: http://www.cocomissouri.edu/whenry/RnJsite/quizs.htm

Name_____

Romeo and Juliet Quiz: Act III

Answer each of the following in complete sentences.

1. Why doesn't Romeo respond to the challenge made by Tybalt?

2. Who does respond to Tybalt? Why?

3. How is Mercutio hurt?

4. Why does Romeo feel he is responsible for the death of Mercutio?

5. Explain the statement by Romeo: "O, I am fortune's fool!"

6. What punishment does Romeo receive? What is his reaction to this?

7. What is Juliet's reaction to the news of Tybalt's death? How does it change?

8. What does the Nurse propose to Juliet?

9. How is the Friar going to help Romeo and Juliet?

10. How does Capulet react to his daughter's refusal to marry?

Name_____ _____
Romeo and Juliet Quiz: Act V

I. Identify the speaker of each quote.

1. _____ "O true apothecary! Thy drugs are quick. Thus with a kiss I die."
2. _____ "For never was a story of more woe Than this of Juliet and her Romeo."
3. _____ "O brother Montague, give me thy hand."
4. _____ "Then I'll be brief. O happy dagger!"

II. Answer each of the following in complete sentences.

5. What news does Balthasar bring to Romeo?

6. What are Romeo's plans?

7. What are Romeo's actions in the tomb?

8. What happens when Juliet wakes up?

9. What does the Prince mean when he tells the people, "All are punished"?

10. What do the Montagues and Capulets decide at the end of the play?

Name:_____

Romeo and Juliet Test

Part I – 25 points
Answer the following questions:

1. When and where was Shakespeare born?

2. Who were the King's Men?

3. Describe the Globe Theatre.

4. At what time of day would a play be held in Shakespeare's time? Why?

5. What is blank verse?

Part II – 25 points
Translate the following quotations into "modern" English:

1. Why, such is love's transgression.
   Griefs of mine own lie heavy in my breast,
   Which thou wilt propagate, to have it prest
   With more of thine: this love that thou hast shown
   Doth add more grief to too much of mine own.

2. Tut, you saw her fair, none else being by,
   Herself poised with herself in either eye:
   But in that crystal scales let there be weigh'd
   Your lady's love against some other maid

3. Patience perforce with wilful choler meeting
   Makes my flesh tremble in their different greeting.
   I will withdraw: but this intrusion shall
   Now seeming sweet convert to bitter gall

4. If I profane with my unworthiest hand
   This holy shrine, the gentle fine is this:
   My lips, two blushing pilgrims, ready stand
   To smooth that rough touch with a tender kiss.

5. Immoderately she weeps for Tybalt's death,
   And therefore have I little talk'd of love;
   For Venus smiles not in a house of tears.
   Now, sir, her father counts it dangerous
   That she doth give her sorrow so much sway,

And in his wisdom hastes our marriage,
To stop the inundation of her tears;

Part III: 50 points
Answer TWO of the following questions if paragraph/essay form:

1. What is the role of revenge in the novel? How does is affect the fate of Romeo and Juliet?
2. Define dramatic irony and give two examples from the text.
3. Compare and contrast one theme from your novel and the play.
4. Explain how the elements of tragedy (tragic hero, tragic flaw) apply to *Romeo and Juliet*.
5. Are Romeo and Juliet really in love? Why or why not? Defend your answer with the text!!!

Name:_____

Novel Contract

Pick any combination of assignments whose points add up to 100. You may do extra assignments for extra points.

10 points (about one page each)

1. **Discuss how the main character is like or unlike a person that you know.**
2. **Describe an experience you've had that was like the experience of a character in the book.**
3. **Write any kind of poem about your book (minimum 20 lines).**
4. **Explain how a character in the book changed from the beginning to the end.**
5. **Write a review of the novel wherein you try to get someone else to read it.**
6. **Write another part of the story where you describe what happened to the main character after the story ended.**
7. **Write a letter to one of the characters in the novel.**
8. **Pretend you are the main character in the novel. Write a question to an advice columnist—and then write the response.**
9. **Imagine what is the novel's main character's favorite food. Explain your choice and include a recipe.**
10. **Explain how history plays an important role in the novel.**

15 points

1. **Explain how you would make your book into a movie—who would play the main characters, where would you film it, etc? You must explain your choices.**
2. **Write a different/better ending for the story.**
3. **Write several diary entries made by one of the major characters.**
4. **What problems did the major characters have and how did they solve them?**

5. **Write a newspaper article (2 pages minimum) describing an exciting part of the novel.**

6. **Pick 20 interesting words from your vocabulary log and use them in a poem (minimum 20 lines).**

7. **Make a "Word Search" using 25 or more words from your vocabulary log.**

8. **Write a letter to the author of the novel.**

9. **Make a shadow box of your favorite scene from the book.**

10. **Write a review of a movie or another book that is like your book in theme.**

<u>20 points</u>

1. **Compare your book with several TV shows that are similar.**

2. **Make a videotape about part of the book (minimum 10 minutes).**

3. **Paint a picture/make a sculpture about the novel.**

4. **Write and perform a song inspired by the novel.**

5. **Do a collage of a major theme of your novel or one that illustrates certain parts of the book.**

6. **Make a scrapbook of pictures for one of the main characters.**

7. **Create your own original and creative assignment based on the novel.**

***Ideas taken from and based on "Writing Activities for Independent Novel"**

Rubric for Novel Contract

For 10 point assignments:

Content:	1	2	3	4	5
Creativity:	1	2	3	4	5

For 15 point assignments:

Content:	2	4	6	8	10
Creativity:	1	2	3	4	5

For 20 point assignments:

Content:	2	4	6	8	10
Creativity:	2	4	6	8	10

Teacher Comments:

Romeo and Juliet Group Project

In groups of four or five, you will work together to create one of the following:

1. *Live with Regis and Kelly* - This group choose two anchorpersons who will interview two or three people who were close to the victims (Romeo and Juliet). The group must include commercials, theme music, backdrop, and entertainment for the fifteen-minute show. This group takes a sentimental look at what happened between the feuding families and how that feud led to the deaths of two young lovers.

2. *Entertainment Tonight* - This group chooses two anchorpersons who will interview two or three people who may or may not be close to the victims. This group must also include commercials, theme music, backdrop and entertainment for the fifteen-minute show. This group takes a scandalous view of what happened. They are digging for the "dirt" on these two lovers. Students may stretch the truth here a bit.

3. *TIME Magazine* - This is for the non-performers. This group will produce a TIME magazine with Romeo and Juliet as the cover story. They must also include other news stories and advertisements.

4. *3-D Scene or Tableau* - Another non-performing group. Students will create a detailed 3-D scene from the play. Students may choose any scene. If the group opts to do a tableau, the students will build themselves into a life-sized (but still detailed) moment from the play.

Rubric for *Romeo and Juliet* Group Project

Content						
Use of play	5	10	15	20	25	30
Interpretation	5	10	15	20		
Creativity						
Ideas	5	10	15	20		
Visuals	5	10	15	20		
Group Evaluation*	2	4	6	8	10	

Teacher Comments:

*Each person will be evaluated by his/her group members. This evaluation will rank how well and how much the group feels that you have participated in the project. So don't forget.... WORK AS A TEAM!!!

Final Project: *Romeo and Juliet* and the Novels

For your final project, you will work individually and in groups to find the thematic links between *Romeo and Juliet* and the novel that you read. In other words, what themes do the book and the play have in common?

Part I: Individual Work

For this first part, everyone must write an individual essay, no less than 3 pages, explaining what themes the novel and the play share. You must list at least two themes and back up what you say with proof from the text.

Part II: Group Work

Working in groups of three or four, you and your group will have to find a movie, another book, a TV show, etc., that has a theme in common with both *Romeo and Juliet* and the novel that your group has read. The group will then do a short write-up (1-2 pages) and a presentation to the class, explaining what they chose and why. Visual aids are *required*!

Rubric for Final Project

Part I: Essay (100 points)

Content	5	8	10	13	15	17	20
Mechanics	5	8	10	13	15	17	20
Organization	5	8	10	13	15	17	20
Creativity	5	8	10	13	15	17	20
Follows Directions*	5	8	10	13	15	17	20

*Following Directions includes (but is not limited to) required length, proper citations and NO plagiarism.
***Anyone caught plagiarizing will fail this project. Please see me if there is any confusion about what is or is not plagiarism.

Part II: Group Work (100 points)

Write-up

Content	5	7	10	13	15
Creativity	5	7	10	13	15

Presentation

Content	5	8	10	13	15	17	20
Visual Aids	5	8	10	13	15	17	20
Creativity	5	7	10	13	15	17	20

Group Evaluation*	2	4	6	8	10

*As in your other group project, your group members will evaluate how much and how well you have contributed to your group.
WORK TOGETHER!

Attendance and participation points will be given based on:

1) regular attendance to class

2) participation in class, as noted by the teacher (on seating chart during class)

3) participation points will also be given during group work!!!

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